

# ***Title III – Identification and Placement of English Learners***

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# Basics

## LEPs/English learners : Legal Definition

The term "Limited English Proficient," when used with respect to an individual, means an individual:

(A) Who is age 3 - 21;

(B) Who is enrolled or preparing to enroll in an elementary

school or secondary school;

(C) (i) Who was not born in the United States or whose native language is a language other than English;

# Basics (cont.)

(ii)(I) Who is a Native American or Alaska native, or a native resident of the outlying areas; and

(II) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

# Basics (cont.)

(D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) The ability to successfully achieve in classrooms where the

language of instruction is English; or

(iii) The opportunity to participate fully in society.

**NCLB/ESEA Title IX, Sec. 9101, (B) (25)**

# Basics (cont.)

To be classified as LEP, an individual must meet the criteria of A, B, C and D

in the definition above. To meet the criteria for C, an individual can meet the

criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual

must meet the criteria of both I and II. To meet the criteria for D, an

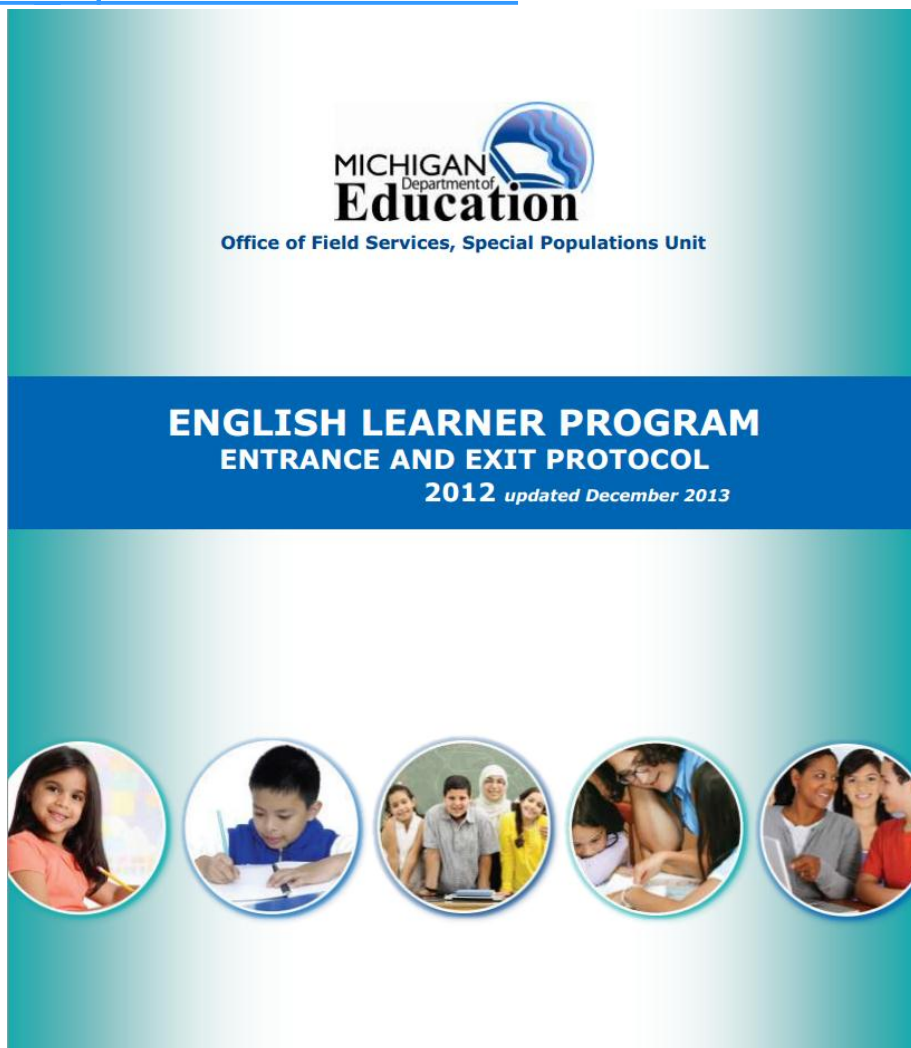
individual must be denied one of the three listed (i or ii or iii).

# OCR : Identification and Placement

- District's process for initial identification and placement
- District's home language survey to identify first or home language and evidence that every K-12 student has completed it
- District has assessed for English proficiency to determine eligibility

# MDE Entrance and Exit Protocol

[http://www.michigan.gov/documents/mde/Entrance and Exit Protocol 10.30.12 402532 7.pdf?20130724143000](http://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_10.30.12_402532_7.pdf?20130724143000)



# Sample documents

- Home Language Surveys
- Parent Notification letters
- Parent Waiver of Services Letters
- Parent AMAO Letters



# Home Language Survey

- Title VI of the Civil Rights Act of 1964
- Completed for **every** student
- Consists of two questions:
  1. Is the child's native language other than English?
  2. Is the primary language in the home or environment other than English?

# Home Language Survey

## STATE BOARD OF EDUCATION APPROVED HOME LANGUAGE SURVEY\*

The \_\_\_\_\_ district is collecting information regarding the language background of each of its students. This information will be used to determine the number of children who will be provided bilingual instruction according to Sections 380.11151-380.1158 of the School Code Act of 1976, Michigan's Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ School Building \_\_\_\_\_

1. Is your child's native tongue a language other than English?

Yes

No

☐☐

What is that language? \_\_\_\_\_

2. Is the primary language<sup>1</sup> used in your child's home or environment a language other than English?

Yes

No

☐☐

What is that language? \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Date

<sup>1</sup>"Primary language" means "the dominant language used by a person for communication"

\*Translation of this survey form in Spanish, Arabic, French, Italian and Ojibwa is available at the Office of Field Services

# Parent Notification Letter

- Required by the Elementary and Secondary Education Act -Sec 3302 (a)-(d)
- Part of the identification and placement procedures
- ***Annual*** notification within 30 days from the beginning of school year or 10 days from enrollment thereafter
- Must contain all 8 components

# Parent Waiver of Services

- Required by the Elementary and Secondary Education Act -Sec 3302 (a)
- Must be maintained as documents of parents' wish to not enroll their children in programs of language support
- Must be in a language parents can understand; good for each year received
- May be part of the notification letter
- Program waived; not state assessments

# Parents' Rights and Responsibilities

- Be aware of the timelines for determining eligibility
- Understand your child's level of English proficiency.
- Understand the ELL program in your child's school, their child's unique needs and how the program will meet them
- Be provided with key documents in an understandable language
- Participate within the district parent outreach programs and provide feedback for such programs
- Waive English learner services for their child(ren)

# Parent Annual Measurable Achievement Objectives Letter

- NCLB requires accountability for student achievement and states are required to determine AMAOs and report on:
  1. Annual increases in the number or percentage of children making progress in learning English.
  2. Annual increases in number or percentage of children attaining English proficiency.
  3. ELL children making AYP
- Parents must be notified within 30 days of notification by MDE of failure to meet the target AMAOs with the district's plan to correct the problem in a language they can understand

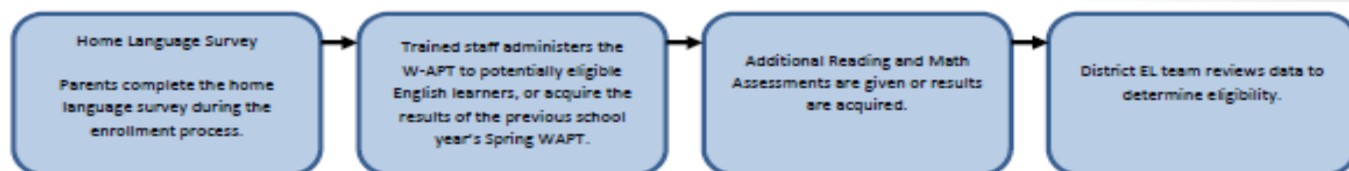
# Best Practices: Placement/Services

LEAs must assess ELs, and based on their proficiency level and academic results, determine the level and intensity of the core EL services to be provided by the district.

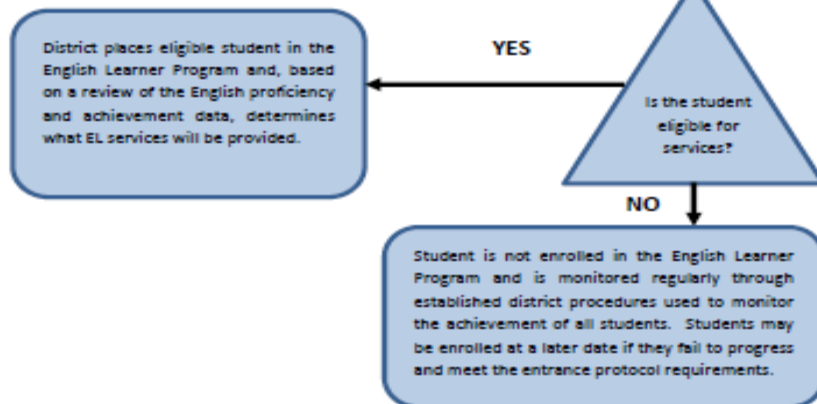
A student at the ***Entering*** or ***Emerging*** level of proficiency on WIDA would receive more intensive language and content support than a student who is at the ***Bridging*** or ***Reaching*** level. Such core services must be uniform and provided by a highly qualified bilingual/ESL teacher during the day using district funds.

Supplemental services are provided from other state and federal funds such as Section 31a, Title I, Part A, Title III (EL) and Title I, Part C Migrant.

# Determining Eligibility with Entrance Protocol



Entrance Protocol	Pre-Kinder Students	Kinder before December 1	Kinder after December 1	First Grade Through Twelfth Grade
A student qualifies if he/she meets one or more of the protocol listed in the chart.				
W-APT Score	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit programs that support children ages 3 to 5 years old.  (See Table 1)	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1 <sup>st</sup> . These students must be tested on the W-APT which includes only the Listening and Speaking domains before December 1 <sup>st</sup> .  (See Table 2)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 13 on Writing  (See Table 3)	W-APT: Student scores below 5.0 Bridging (Adjusted Overall Composites Proficiency Level) and does not score below 3.0 on each domain (listening, speaking, reading and writing) No Rounding  2013 Annual Spring ELPA: Student scores Basic, Low intermediate, High intermediate  (See Tables 4 and 5)
Reading & Math Content Area Assessment			<b>Reading</b> Student scores below grade level as defined by MEAP/MME or an alternative state-approved assessment. <b>Math</b> Student scores below grade level as defined by MEAP/MME or local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.	<b>Reading</b> Student scores below grade level as defined by MEAP/MME or an alternative state-approved assessment. <b>Math</b> Student scores below grade level as defined by MEAP/MME or local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.



**NOTE:** For the 2013-2014 school year only, all students who were administered the ELPA screener prior to July 12, 2013 do not have to be re-assessed with the W-APT for purposes of eligibility and placement.



*Let's talk!*

Common questions,  
best practices,  
& resources



# Teacher Quality

- Certified, Highly Qualified Bilingual or ESL endorsed teachers (state issued)
- Professional Development

# Placement Options

- Describe some best practices over and above Alternative Language Program services

# For more information contact:

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